7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		

Strands: Interpretive Interpersonal Presentational

Essential Question(s)		Enduring Understanding(s)
Content Statement(s)	**CPI #**	**Cumulative Progress Indicator(s)**
Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)	7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
	7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
	7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
	7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
	7.1.IM.C.5	Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

Instructional Focus

Examining authentic video/audio clips and reports from Kyoto summit and using that information to examine cultural perspectives

Performance Assessment Task

Create a position paper and advocacy campaign platform on climate change for a political candidate to share with members of the target language culture in the United States.

Instructional Strategies
Click here for suggested input strategies.

- **Interpretive mode:**

Provide opportunities to practice the interpretive mode through reading, listening, and viewing of authentic materials related to global warming.

Students:
- Research the impact of global climate change on the target and home culture.
- Research opposing views related to global warming in the target culture.
- Explore practices within the target and home culture as they relate to contributing to or reducing global warming.
- Examine cultural perspectives as they relate to new "green" careers.
- View online video clips, videocasts, podcasts and read online written materials related to the Kyoto Protocol.

▪ **Interpersonal mode:**

Give students multiple opportunities to interact with each other to share information related to global climate change in the target and home culture.

Students:
- Compare the impact of global climate change in both cultures.
- Connect with a target language classroom through e-mail or webcam videoconference to connect with peers in the target culture and exchange practices related to climate changes and global warming.
- Discuss "green" efforts used in the target culture and decide which ones might be replicated in the home culture.
- Discuss "green" efforts used in the home culture and decide which ones might be replicated in the target culture.
- Discuss how culture perspectives related to climate changes have developed over time.

▪ **Presentational mode:**

Provide opportunities for students to share knowledge related to climate changes for a real purpose to a specific audience.

Students:
- Create and share a public service announcement related to climate changes.

Hyperlinks:

Essential Questions	Enduring Understandings
	I will understand that…
What can I do to help me understand the	Looking for cognates and loanwords, watching the speaker, and looking at visuals

details of what I read and hear?	help me to better understand.
How does what I know about the target culture help me better understand what I hear and read from native speakers and writers?	The background of the author influences the message that is delivered in both speech and writing.
How do I avoid miscommunication?	The use of paraphrasing, questions and answers can help me get through some unfamiliar situations.
How does the use of culturally appropriate vocabulary and idiomatic expressions help me to sound more authentic?	When I stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer.
How polished is it? How much better could it be? What do I need to do to make it better?	When I reflect upon what I want to say in speech and writing and change it based on my reflections the work product is enhanced.
How does the use of self-correction enhance my presentation and help to clarify my message?	I will have to make decisions about when to correct errors and when to gloss over them based on the audience and the effectiveness of the message being delivered.

Input Strategies

Search "climate change" in the target language to find a video clip. Select a video clip that will capture students' interest while providing accurate scientific information regarding climate change. After viewing the video clip, ask students to summarize the content. Have students discuss how they think climate change has impacted their community and how it will continue to impact their community.

The Kyoto Protocol is available in Arabic, Chinese, French, Russian, and Spanish by clicking on http://unfccc.int/kyoto_protocol/items/2830.php.
Additional information about the Kyoto Protocol in other languages may be available by clicking on http://maindb.unfccc.int/public/country.pl?group=kyoto and following links to specific countries.